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ABSTRACT

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on a basic food service training program for physically disabled, learning disabled, and developmentally delayed students at Contra Costa College. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. Part III provides materials to facilitate the adoption of the program, including a sample application, evaluations, and an individualized training plan. (YLB)

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VOCATIONAL EDUCATION
RESOURCE PACKAGE

BASIC FOOD SERVICE TRAINING

This package is designed to facilitate the adoption of a program for disabled students developed at
Contra Costa College
San Pablo, California

Prepared for the
Chancellor's Office, California Community Colleges

by

Evaluation and Training Institute
Los Angeles, California
1991

This project was supported by Vocational Education Act funds. The opinions expressed herein do not necessarily reflect the position or policy of the California Community Colleges Chancellor's Office or the U.S. Department of Education, and no official endorsement should be inferred.

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PART I: GENERAL OVERVIEW

INTRODUCTION

Vocational Education Resource Packages (VERPs) contain information necessary for the adoption and implementation of existing exemplary vocational education programs at the California Community Colleges. These programs target special student populations: disabled students; single parents and displaced homemakers; disadvantaged students; and, those with limited English proficiency. VERPs enable the dissemination of these special programs to interested colleges and provide a model and resource materials for their adoption. This VERP provides information on a basic food service training program for physically disabled, learning disabled, and developmentally delayed learners at Contra Costa College.

HISTORY OF VERPs

The Carl D. Perkins Vocational Education Act (VEA) of 1984 placed a dominant emphasis on providing access to quality programs to groups of students traditionally underrepresented students in vocational education. A Planning and Future Study Committee consisting of representatives of the Chancellor's Office and local colleges predicted that the numbers of special population students at the community colleges, including the disabled, the disadvantaged, single parent/displaced homemaker, and limited English proficient, will grow significantly over the remainder of this century. In early 1990, as one effort to serve these categories of students, the Chancellor's Office funded a VEA special project to develop and disseminate a comprehensive resource model for special student populations. This VERP is a final product of that project.

DEVELOPMENT OF VERPs

Model programs were identified through a variety of methods: a phone survey of all 107 California community colleges identified a number of prospects; Chancellor's Office Special Projects were reviewed for their potential; and nominations were made by the members of the project Advisory Committee. Materials were requested on these programs and follow-up calls were made to gather additional information. The

following criteria were used to determine if a program was eligible for development as a VERP: 1) the program had documentation; 2) there was evidence of its effectiveness, usefulness or impact; 3) it had been developed, at least in part, with VEA funds; 4) it possessed the ability to be transported to and implemented at other colleges; 5) the program had been developed since 1980; and, 6) it targeted at least one of the four special student populations.

From the programs that were identified, the Advisory Committee selected 10 exemplary programs for development as VERPs. The developer's materials, existing program documentation, and other useful supplemental materials are included for use in replicating the program.

VERPs THAT WERE PRODUCED

The following 10 VERPs were produced:

I. For Displaced Homemakers and Single Parents:

SPACE II - Single Parent Adults Choosing Education

II. For Disadvantaged Students:

A. Career Beginnings

B. IN-D'MAND - Internships for Disabled, Minority, and Disadvantaged Students

III. For Limited English Proficient Students:

A. AERO - Advancement of Ethnic Representation and Opportunity

B. Bilingual Welding and Automotive

C. Outreach and Orientation for ESL Students

IV. For Disabled Students:

A. Basic Food Service Training

B. Center for the Vocationally Challenged - Business PC and Computer Programming Training

C. High Tech Center

D. Workability

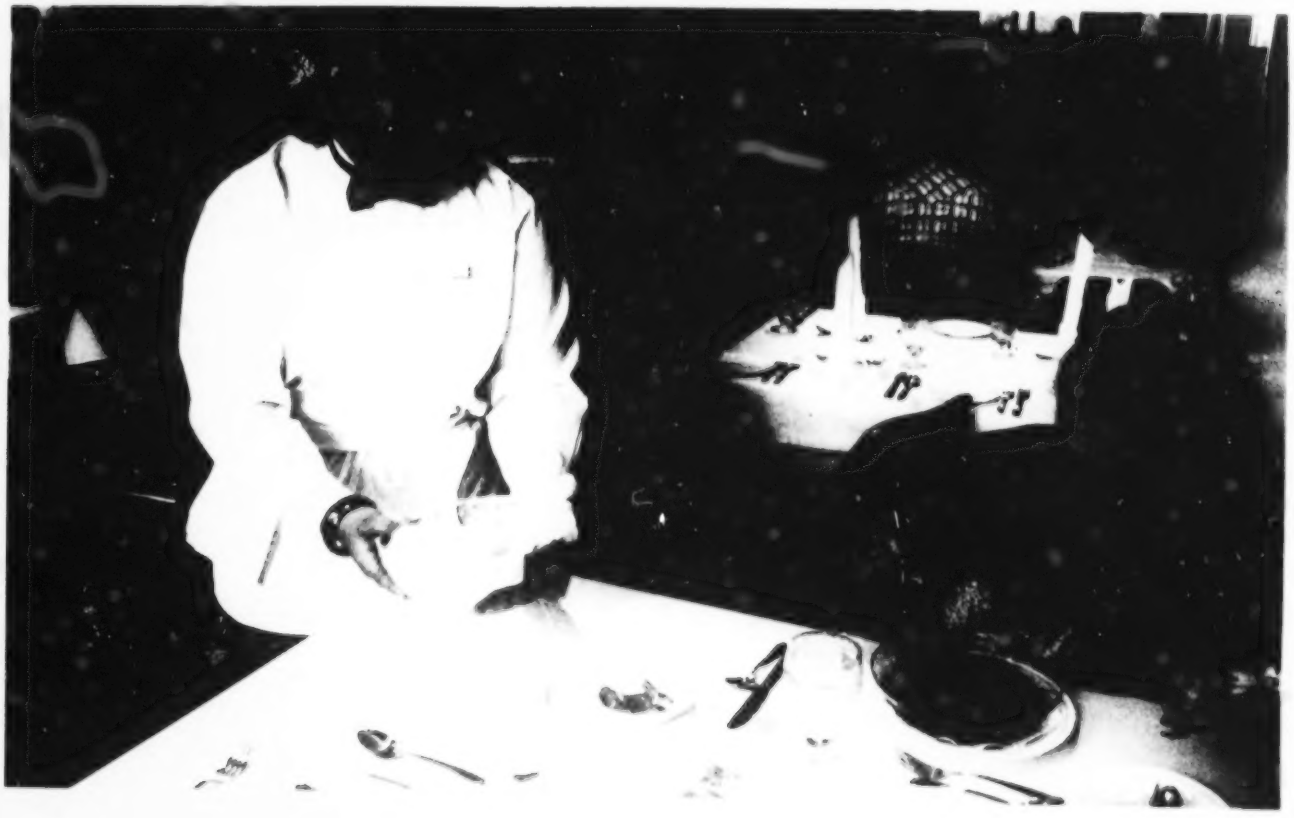
ORGANIZATION OF THIS DOCUMENT

Part II, developed by Contra Costa College and organized by the Evaluation and Training Institute, presents an overview of the program, including its history, applicability and overall effectiveness. Part III provides resource materials used in the day to day operation of the program.

PART II: Overview of the Program

Historical Background

The Basic Food Service Training program was implemented at Contra Costa College in 1988. The program represents a collaborative effort between the Contra Costa College Culinary Arts Program, Disabled Students Programs and Services, the Richmond Unified School District's On Campus Transition Program, the Department of Rehabilitation, Project WorkAbility, and the local food service community, along with the consent and support of the Contra Costa College administration.



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Specific Problem

There is a lack of vocational training for a growing population of developmentally delayed learning (DDL) students at the community college level, both locally and throughout California. At Contra Costa College, the DDL population had grew from 32 students in 1986-87 to 104 in 1989-90. Many of these students continue to enroll in courses at Contra Costa College despite the academic difficulties they experience and the services offered by Disabled Student Programs & Services (DSPS). Very few community colleges have vocational programming designed specifically for this population. This program attempts to add new vocational programming to serve the needs of the DDL population in the college district.

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Purpose

The Basic Food Service Training Program is intended to expand the educational services for the physically handicapped, learning disabled, and developmentally delayed learners by incorporating nontraditional forms of instruction into the existing Culinary Arts Program at Contra Costa College. The needs of these special students can be met by tailoring that existing vocational program so that these students are able to successfully learn skills that will qualify them for employment.

Impact of the Program

Students receive intensive training which allows them to compete for employment openings. The college and Culinary Arts department benefit by being able to offer training options to a range of students who might otherwise have been unable to access vocational education. The local food service industry also benefits by having access to well trained employees who are likely to stay on the job considerably longer than the average food service employee.

The program was recognized in 1991 by the Wisconsin Vocational Studies Association as one of the top seven vocational programs for special needs students in the nation.

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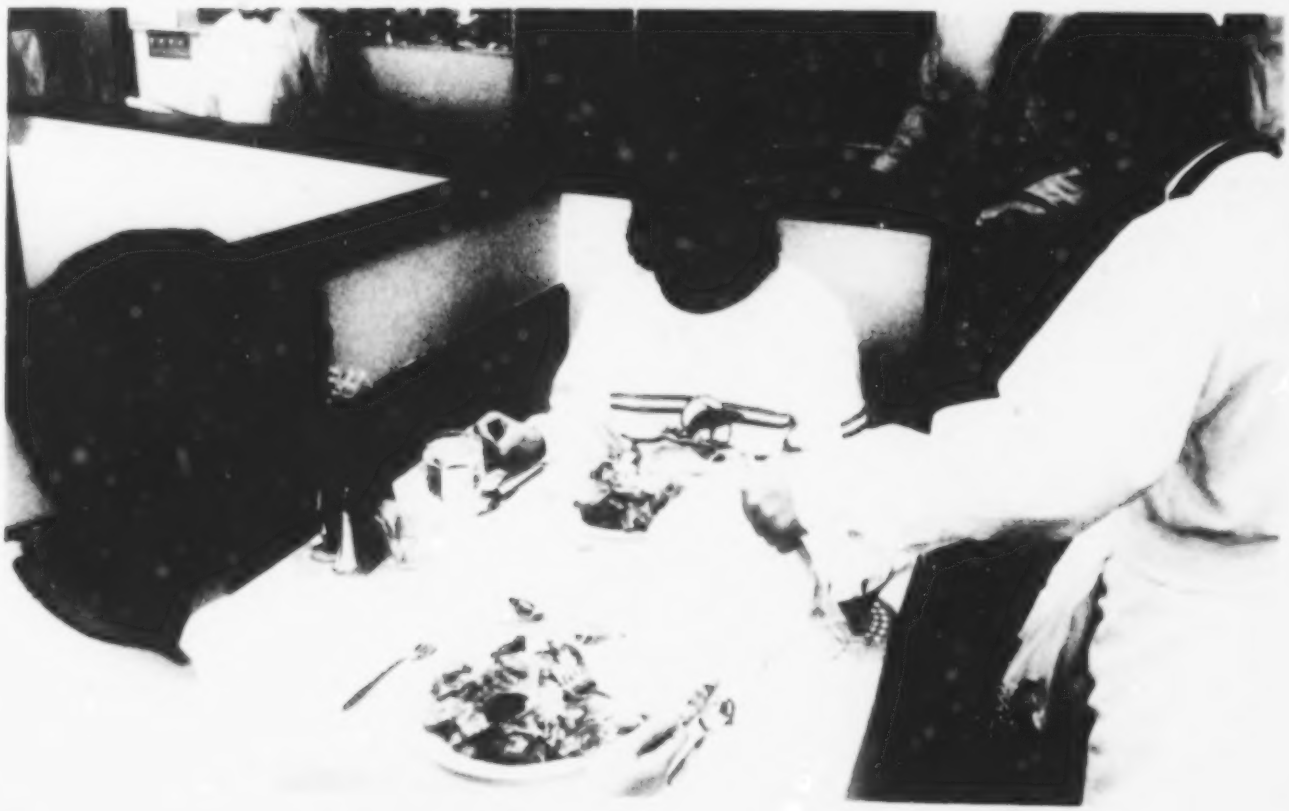
Activities

The program staff provides overall program administration by coordinating the Culinary Arts Program and the Disabled Students Programs and Services. Activities of the program staff include:

- recruiting students
- hiring job coaches
- developing/modifying the curriculum
- providing direct training
- enrolling students into situational assessment sites
- developing and placing students into internship sites
- evaluating student performance at each level of training
- providing job seeking skills training
- placing students into employment



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Job Coaching Method

The incorporation of nontraditional forms of instruction into the regular Culinary Arts vocational education program is predominantly in the form of job coaching. The job coaching complements the regular Culinary Arts curriculum by the translation of lectures and assignments into hands-on repetitive instruction. Students remain in training until they reach proficiency and are then referred to a job placement program specifically designed for persons with disabilities (Project WorkAbility).

Given the individualized nature of the coaching method, twelve students can participate in the program at any given time. The Basic Food Service Training Program is a high quality program that focuses on giving a few students the individualized, intensive training necessary for them to become competent employees in the food service industry. The program lasts between two and four semesters.

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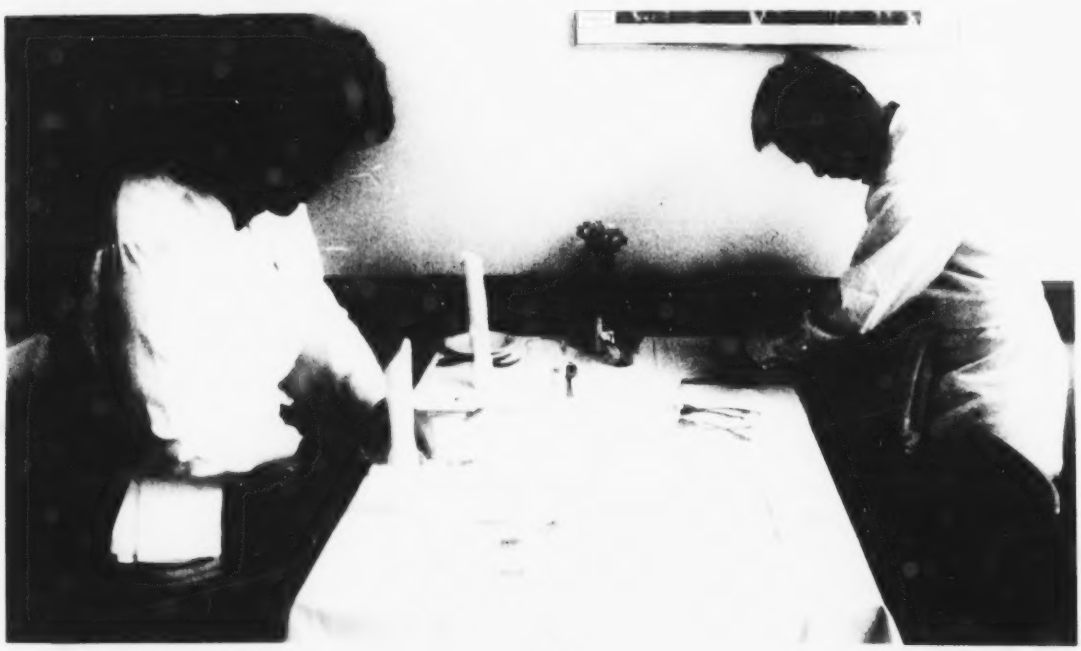
Main Features of the Program

The Basic Food Service Training Program operates as a sub-section of the Culinary Arts Program, within which job coaches translate the lecture and directions of the instructor into hands-on skill training for these students. Furthermore, the chef instructor develops internship sites through the utilization of cooperative education at the end of each student's training. Upon successful completion of the internship, students are referred to Project WorkAbility for job readiness training and placement.

It is important to note that this program teaches the students the skills necessary to find employment in a fine dining restaurant, not a fast food establishment. Hands-on training is taught at the college's own dining room, which has a fine dining atmosphere, complete with linens and china. The program consists of three training sites:

- the dining room;
- the dishroom; and
- the bakery.

The students spend four weeks learning all aspects of the skills necessary to work in each area. Continual evaluation is offered by the staff. At the end of the rotation, the evaluation team and the student decide the future path of the training. Once a student begins the agreed upon training, an Individualized Training Plan is created and updated every four weeks.



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PART III: Program Materials

The following section includes a sample application, evaluations, and an individualized training plan form to facilitate the adoption of this program.

CONTRA COSTA COLLEGE

Disabled Student Programs & Services

STUDENT INFORMATION & APPLICATION FOR SERVICE

Name: _____ Social Security #: _____

Address: _____ Birthdate: _____

City: _____ Zip: _____ Phone: _____

Are you a client of the Department of Rehabilitation? YES NO

REHABILITATION INFORMATION	MEDICAL INFORMATION
Counselor: _____	Doctor/Clinic: _____
Address: _____	Address: _____
City: _____ Zip: _____	City: _____ Zip: _____
Phone: _____	Phone: _____

NATURE OF DISABILITY

ENTER APPROXIMATE CODE IN THE BOXES BELOW:

☐ MOBILITY	☐ VISUAL	MEDICATIONS:
☐ OTHER	☐ HEARING	_____
☐ SPEECH	☐ LEARNING	_____
☐ ABI	☐ DELAYED	_____
☐ EMOTIONAL	☐ SUBSTANCE	_____

CONFIDENTIAL

CONTRA COSTA COLLEGE
Disabled Student Programs & Services

Consent for Release of Information

Name _____ Clinic or P. F. Number _____

Address _____ Social Security Number _____

Phone Number _____

Maiden Name or Other Name Used _____ D.O.B. _____

Student's Description of Disability _____

_____

_____

_____

I, the undersigned, consent to, and request, all persons to release all of my **medical, social, psychological** or **educational** information to Disabled Student Programs & Services (DSP&S) at Contra Costa College (CCC) so as to verify my disability or medical condition. All information will be kept confidential and maintained as a part of my records in the DSP&S office.

This also allows DSP&S to release educational information (grades, transcripts, progress information) to sponsoring rehabilitation agencies who are requesting such information in order to serve the student's best interests.

A PHOTOCOPY OF THIS IS AS VALID AS THE ORIGINAL

This authorization shall remain in effect until revocation in writing has been delivered to the DSP&S office at CCC.

_____ _____

Signature of Student Parent or Guardian (if student is under 18)

CONTRA COSTA COLLEGE
Disabled Student Programs & Services

Disabled Student Programs & Services (DSP&S) at Contra Costa College (CCC) provides students who have disabilities or chronic medical conditions with services that are designed to facilitate completion of their college education plans. Services include counseling, registration assistance, orientation, educational assessment, mobility assistance, coordination of notetakers, readers, interpreters, and in-class tutors, equipment loan and repairs.

Please complete and return this form in the self-addressed envelope as soon as possible as we must have verification of each student's disability or medical condition before we can legally provide them with supportive services.

It is understood that information furnished on this form is done so with a written release from the above named student and will be used in confidence for the educational benefit of named student.

Certification of Handicapping Condition

I certify that the above named student meets the educational code definition for "handicapped" (see reverse side) by reason of the following disability:

Diagnosis: _____

Description: _____

_____

_____

_____

1. Indicate if disability requires special parking: yes ( ) no ( )
2. Recommend P.E. exemption: yes ( ) no ( )
3. Recommend Adaptive P.E.: yes ( ) no ( )

Complete medical records and the certifying authority's diagnosis are on file at:

_____ _____

(Agency or Physician) (Address)

_____ _____

(Signature) (Title)

A PHYSICAL DISABILITY is described as:

I. Visual Limitation:

Blindness or partially sighted to the degree that it 1) impedes the learning process and 2) necessitates procurement of supportive services or programs.

II. Mobility or Orthopedic Limitation:

A serious limitation in locomotion or motor functions which indicate a need for one or more supportive services or programs.

III.Other Health Impairment:

A serious dysfunction of a body part or process which necessitates the use of one or more supportive services or programs.

A COMMUNICATION DISABILITY is described as:

I. Hearing Limitation:

A loss of hearing function which 1) impedes the learning process or acquisition of speech and language; and 2) which necessitates procurement of supportive services or programs.

II. Speech and Language Limitation:

One or more speech-language disorders of hearing, voice, articulation, rhythm and/or the receptive and expressive processes of language to the degree that it 1) interferes with communication, education, and social interaction, and 2) necessitates procurement of supportive services or programs.

A LEARNING DISABILITY:

Students with exceptional learning needs who have neurological, biochemical or developmental limitations.

Vocational I ıcation Act Docume ation Form

Academic Year 19__ / __

1. Identification of Student and Program

Name: _____ ID#/SS# _____
Last First Middle

Major/Certificate: _____

2. Identification as Vocational

A. ☐ Enrollment in one or more vocational class(es)

Documentation:
- ☐ Student Transcript
- ☐ IEP (See copy in DSPS Student File)
- ☐ Other: _____

OR

B. ☐ Identification by certificated staff.

Documentation: I hereby certify that the above named student has been accepted into a vocational program.

Signature: _____

Title: _____ Date: _____

OR

C. ☐ Self identification

I intend to pursue the above vocational major or certificate program after completion of the courses described on my Individual Education Plan. I am not currently enrolled in a VEA program due to the necessity of the following item(s):

- ☐ Remedial Coursework
- ☐ Prerequisite Coursework
- ☐ Disability Needs to Stabilize/Improve
- ☐ Other: _____

Student Signature: _____ Date: _____

3. Identification as Handicapped

☐ Documentation of handicapping condition
(See Disability Verification Form - DSPS Student File)

☐ Documentation of limitations related to vocational program
(See Educational Limitations Form - DSPS Student File)

4. Identification of Services Provided

☐ See Student Intake/Date Form - DSPS Student File 20

Educational Limitations

Within the educational environment of this college, this student's functional limitation(s) affect his/her ability to do the following tasks without assistance, accommodation, or professional intervention:

- ☐ produce class notes
- ☐ traverse significant distances in a timely way on/off campus
- ☐ climb stairs and successfully negotiate other physical obstacles on/off campus
- ☐ use certain college facilities, equipment, and materials
- ☐ see or process visually presented classroom materials
- ☐ see or process texts, handouts, and other printed materials
- ☐ take tests in the traditional manner
- ☐ hear or process lecture, student discussion, and related oral presentations
- ☐ complete registration process
- ☐ plan appropriate class(es)
- ☐ establish appropriate career goal(s)
- ☐ evaluate specialized skills
- ☐ deal with disability and related personal issues
- ☐ prepare for and find suitable employment
- ☐ interact with college instructors, counselors and other personnel related to special needs
- ☐ interact with rehabilitation counselors, case managers and other resources in the community
- ☐ develop basic skills
- ☐ develop physical education and related health skills
- ☐ develop cognitive skills
- ☐ develop communication skills
- ☐ develop survival skills
- ☐ complete course requirements without individual or group tutoring
- ☐ other _____

COMMENTS: _____

_____

_____

_____

_____

_____ _____

DSP&S Credentialled Personnel Date

Contra Costa College Disabled Student Programs and Services

Individual Education Plan 19 ____ - ____

TITLE V (56022 a-d), PL 98-524

Student Name _____ ID #/SS # _____

Major _____ Voc. Ed. [ ] Yes [ ] No

LONG TERM GOAL: [ ] Transfer [ ] AA/AS Degree [ ] Certificate [ ] Job Skills
[ ] Personal/Social Development [ ] Basic Skills [ ] Other

PROCESS TO COMPLETE LONG TERM GOAL: *Refer to . . .* [ ] Eligibility Assessment
[ ] College Program of Study [ ] Educational Contract [ ] Other

CCC GRADUATION REQUIREMENTS (60 Units)
College and District Requirements: 8 Units
3 Health Education 120 _____ _____
2 Physical Education _____
3 Math Requirement _____
Reading Proficiency _____
American Institutions Requirement: 6 Units
3 Group A: _____ 3 Group B: _____
Language and Rationality: 6 Units
3 Group A: _____ 3 Group B: _____
General Education Requirements: 15 Units
PATH ONE:
Humanities: _____ _____ _____
Social Sciences: _____ _____ _____
Natural Science 10
Additional G.E. Requirement: _____

PATH TWO: Completion of CSU (39 B.E. Units)
Major and/or Transfer Requirements:
Student Electives

FIRST SEMESTER	Units

SECOND SEMESTER	Units

THIRD SEMESTER	Units

_____ *Student Signature*

_____ *Date*

_____ *DSPS Cred. Personnel*

_____ *Student Signature*

_____ *Date*

_____ *DSPS Cred. Personnel*

_____ *Student Signature*

_____ *Date*

_____ *DSPS Cred. Personnel*

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EVALUATION OF MEASURABLE PROGRESS: [ ] Satisfactory [ ] Unsatisfactory

FIRST SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

SECOND SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

THIRD SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

EVALUATION OF MEASURABLE PROGRESS: [ ] Satisfactory [ ] Unsatisfactory

FIRST SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

SECOND SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

THIRD SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

EVALUATION OF MEASURABLE PROGRESS: [ ] Satisfactory [ ] Unsatisfactory

FIRST SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

SECOND SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

THIRD SEMESTER	Units

Student Signature

Date

DSPS Cred. Personnel

EVALUATION OF MEASURABLE PROGRESS: [ ] Satisfactory [ ] Unsatisfactory

Contra Costa College
Disabled Student Programs & Services

Basic Food Service Training

Individualized Training Plan

Student Name_____ **ID#/SS#**_____
Long Term Goal: ( ) Job Skills ( ) Employment

Training Objectives:

_____ Table Setting

_____ Side Stand Set-up

_____ Dining Room Closing

_____ Espresso Room/Cash Register

_____ Dishwashing

_____ Pot Washing

_____ Busser

_____ Dining Room Cashier

_____ Work Adjustment Skills

_____ Socialization Skills

Additional Recomendations:_____

_____

_____

_____

Student Signature:_____

Supervisor Signature:_____

Instructor Signature:_____

2600 Mission Bell Drive, San Pablo CA 94806 **(415) 235-7800 Ext. 372**

BASIC FOOD SERVICE TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name:_____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	WORK ADJUSTMENT
				PERSONAL HYGIENE / APPEARANCE:
				Always wear a clean uniform.
				Shower or bathe daily.
				Shave as often as necessary to maintain a clean appearance.
				Use a deodorant.
				Hair and fingernails should be kept clean at all times.
				Always wash hands before working with food.
				Wash hands frequently during shift.
				ATTENDANCE / PUNCTUALITY:
				Arrive on time.
				Work assigned hours.
				Avoid absences whenever possible.

BASIC FOOD SERVICE TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name:_____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	TABLE SETTING
				Correct placement of tablecloth on table. Tablecloth must be clean and hang evenly on table.
				Correct placement of salt and pepper and sugar bowl. Items must be spotless and full.
				Placement of placemats 1/2" from edge of table and centered over center of chairs.
				Correct placement of silverware on placemat. There must be enough room to fit a dinner plate on cover. Silverware must be spotless.
				Correct placement of napkin. If napkin is paper, open end of napking must be in lower right-hand corner. If napkin is cloth, an attactive, crisp fold is expected.
				Correct placement of water glass. Glass must be spotless.
				Correct placement of chair. Chair must be clean.
				Correct placement of covers in relation to one another.

BASIC FOOD SERVICE TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name:_____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	SIDE STAND SET-UP
				One full rack of clean, spotless water glasses in sliding shelf compartment of side stand.
				One half-full rack of clean coffee cups in sliding shelf compartment of side stand.
				One basket of sugar packets and Nutrasweet packets on bottom right shelf of side stand.
				Middle shlf contains stack of placements, folded cloth napkins on a clean tray, a stack of paper napkins. Appearance must be neat. Shelf must be clean.
				Silverware drawer must be spotless and lined with paper. An ample supply of the following should be contained in silverware drawer: Salad forks, dinner forks, dinner knives, and teaspones.
				Metal silverware container should be placed in ocner on top shelf. It contains the following: long ice tea spoons, soup spoons, and extra silverware as needed.
				On middle or bottom shelf, 6 wine glasses should be placed upside-down on a dollie-lined tray. As well, wine glasses are to be placed in each service refrigerator in above manner.
				On the top shelf of side stand, organize placement of the following: A. One tall pitcher filled with ice and a serving spoon.
				B. Two clean plastic pitchers of ice water.
				C. One basket filled with variety of tea bags.
				D. Small plate with cut lemons.
				E. Twenty butter plates with doilies.
				F. Metal tray filled with icce and a few filled creamers.
				Next to side stand near windows, wine bucket is placed. Wine buckeeet must be spotless and shiny.
				Next to sidestand near entrance of dining room, the laundry bag is placed.
				Next to each side stand is placed a wasteasket.
				Entire side stand gives appearanc dof bing clean and organized.
				Dessert cart is set up wit dolies for service. Cart is to be cleaned wit window cleaner and dusted.

BASIC FOOD SERVICE TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name:_____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	CLOSE DOWN OF DINING ROOM
				Clear tables of all dishes.
				Bring all bus tubs to kitchen dishwashers.
				Put dirty linens in laundry, leaving the laundry looking neat. NOTHING ON THE FLOOR OR IN OTHER LOCATIONS!
				Stack clean linens neatly in side stands and in storage area near office.
				Completely clear side stands of lemon, cream, water, ice, ice tea. Store these items properly.
				Completely wipe down side stand and surrounding walls.
				Leave side stand looking neat and tidy on all shelves.
				Turn off electrical equipment.
				Return checks to dining room supervisor and sign for returned checks.
				Wipe down chairs in your station.
				Clean menus of smudges and marks.
				Fill sugars and salt adn pepper shakers. Wipe off smudges.

BASIC FOOD SERVICE TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name:_____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	CASHIER
				Check with supervisor when you arrive.
				Wash hands and put on hat and apron.
				Count money in drawer to insure correct "bank"*.
				Check and familiarize yourself with price list.
				Check with supervisors for any price changes or specials.
				Take cash and give change*.
				Count money taken with an "X" reading.
				At end of shift take a "Z" reading indicating the daily toals.
				Compare the "Z" reading with the amount of money you took in.
				Clean up assigned area.
				Check with supervisor before leaving.

*According to procedures described by job coach

BASIC FOOD SERVICE TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name:_____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	DINING ROOM AND ESPRESSO ROOM CASH REGISTER OPERATION
				CASH REGISTER OPERATION Turn register on by placing "R" key on "Reg" position
				Press in amount. There are no decimals.
				Press in category of sale.
				Continue until all items are accounted for.
				Press in Subtotal key.
				Press in amount given (i.e., $5.00 or $10.00 or $20.00).
				Press "Total". The correct change will appear on screen.
				When ringing up a guest check from the dining room, make sure the receipt feed is on.
				Take receipt and stape it to the check to validate the sale.
				Place guest check in basket next to register.
				TO OPEN CASH REGISTER WITHOUT RINGING UP A SALE: Press NS key.
				TO VOID A TRANSACTION ON REGISTER WITHIN A TRANSACTION 1. Press in amount.
				2. Press in "void" key.
				3. Press the category of sale, then continue with sale.
				TO VOID A TRANSACTION ON REGISTER AFTER RECEIPT ISSUED If you realize you made a mistake after completing the sale: 1. Press "void" key, press in amount to be voided (this will be the entire sale).
				2. Press category of sale.
				3. Press "subtotal" and "total".
				4. Staple the original receipt with the "void" receipt
				5. Place receipt in cash register to ensure accurate tally at the end of the day.
				TO OBTAIN AN "X" AND "Z" READING Place "X" or "Z" key (whichever is appropriate) into "X" or "Z" poasition on the register.
				Press total and register will give journal reading for period requested.

CULINARY ARTS TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name: _____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	CLEAN-UP
				• Break down meat slicer
				• Clean parts
				• Clean blade, reassemble
				• Break down cheese grater
				• Clean parts, reassemble
				• Break down cheese grater
				• Wash knives
				• Wash table
				• Sweep

CULINARY ARTS TRAINING PROGRAM
PERFORMANCE EVALUATION

Student Name: _____

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	SANDWICH PLATE
				• Check with supervisor when you arrive
				• Wash hands
				• Put on apron and chef coat
				PREPARATION OF LETTUCE
				• Remove romaine lettuce from walk in
				• Chop top of lettuce off
				• Remove outside brown leaves
				• Place lettuce in colander
				• Wash under cold water
				PREPARATION OF COLESLAW
				• Get three cabbages and three carrots from the walk in
				• Remove ourwe brown leaves
				• Chop cabbage in half
				• Remove core
				• Slice cabbage in thin slices
				• Peel three carrots
				• Grate carrots
				• Add 4 cups of mayonaise
				• Add 1/2 cup of white vinegar
				• Measure and add
				1 teaspoon pepper
				1 teaspoon salt
				1 1/2 Tablespoon of sugar
				mix together
				SANDWICH PREPARATION
				• Slice meats and cheeses
				• Slice bread
				• Slice tomatoes
				• Slice pickles
				• Spread mayonaise on bread
				• Assemble sandwiches
				• Place sandwiches, salad, and garnish on plate
				• Wrap

PERFORMS WITHOUT SUPERVISION	NEEDS OCCASIONAL SUPERVISION	NEEDS CONSTANT SUPERVISION	UNABLE TO PERFORM	PIZZAS
				Obtain dough from bakery supervisor.
				With permission from supervisor, put dough through sheeter.
				Place pizza dough on sheet pans.
				Place sheet pans with dough in proof box.
				Check with supervisor to see when dough is ready.
				Assemble other ingredients:
				• Pizza Sauce
				• Peppers
				• Mushrooms
				• Cheese
				• Salami
				• Pepperoni
				Preperation of Ingrdients:
				• Wash peppers
				• Seed peppers
				• Chop peppers
				• Wash mushrooms
				• Chop mushrooms
				• Open can
				• Chop olives
				• Slice Olives
				• Slice mozzeralla
				• Grate mozzeralla
				Assemble Pizzas:
				• Spread sauce
				• Spread cheese
				• Arrrange meats and other toppings